

# Curriculum Alignment for GED

**McRel Curriculum Standards K-12**  
(Mid-Continental Research for Education and Learning)

**WIN Courseware**

## APPLIED MATHEMATICS

### APP MATH - LEVEL 1

**Skill Title.Skill Level.Lesson.Topic:**

Mathematics Std 1. Uses a variety of strategies in the problem-solving process

Std 2. Understands and applies basic and advanced properties of the concepts of numbers

basic and advanced procedures while performing the processes of computation

AM.1.1.Reviewing Skills

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.1.2.Recognizing Basic Math Symbols

Mathematics Std 4. Understands and applies basic and advanced properties of the concepts of measurement

AM.1.3.Telling Time

Mathematics Std 6. Understands and applies basic and advanced concepts of statistics and data analysis

AM.1.4.Reading Simple Meters

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.1.5.Recognizing Whole Number Place Values

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.1.6.Reading and Expressing Numbers

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.1.7.Recognizing Place Values in Money

Mathematics Std 3. Uses basic and advanced procedures while performing the processes of computation

AM.1.8.Counting Money

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.1.9.Reading and Writing Fractions

### APP MATH - LEVEL 2

**Skill Title.Skill Level.Lesson.Topic:**

Mathematics Std 3. Uses basic and advanced procedures while performing the processes of computation

AM.2.2. Using Your Calculator

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.2.3.Converting Dollars and Cents

Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers

AM.2.4.Rounding Numbers

Mathematics Std 1. Uses a variety of strategies in the problem-solving process

Std 3. Uses basic and advanced procedures while performing the processes of computation

AM.2.5.Estimating Practical Problems

Mathematics Std 4. Understands and applies basic and advanced properties of the concepts of measurement

AM.2.6.Converting Basic Time Units

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## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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Mathematics Std 1. Uses a variety of strategies in the problem-solving process

AM.2.7.Recognizing Relevant Information

Mathematics Std 1. Uses a variety of strategies in the problem-solving process

AM.2.8.Deciding the Operation to Solve Simple Word Problems

### APP MATH - LEVEL 3

**Skill Title.Skill Level.Lesson.Topic:**

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
stands and applies basic and advanced properties of the concepts of numbers  
nced procedures while performing the processes of computation

AM.3.1.Review of Basic Mathematical Operations

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
asic and advanced procedures while performing the processes of computation

AM.3.2.Introduction to Problem Solving

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
asic and advanced procedures while performing the processes of computation

AM.3.3.Addition and Subtraction of Proportions

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
d 2. Understands and applies basic and advanced properties of the concepts of numbers  
asic and advanced procedures while performing the processes of computation

AM.3.4.Multiplication of Monetary Units

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
asic and advanced procedures while performing the processes of computation

AM.3.5.Division of Monetary Units

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
asic and advanced procedures while performing the processes of computation

AM.3.6.Practice Session with Practical Problems

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
asic and advanced procedures while performing the processes of computation

AM.3.7.Addition and Subtraction of Signed Numbers

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Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

APP MATH.3.8.Conversions Involving Whole  
Numbers, Fractions, Decimals, and Percents

### APP MATH - LEVEL4

#### Skill Title.Skill Level.Lesson.Topic:

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.1.Review of Prerequisite Skills

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.2.Problem Solving Review

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.3.Unit Conversions within a System

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 3. Uses basic and advanced procedures while performing the processes of computation

AM.4.4.Multi-step Problems

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.5.Averages, Rates, Ratios, and Monetary  
its

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.6.Percentages

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.7.Addition of Common Fractions, Decimals,  
and Percents

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Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.4.8.Multiplication of Fractions

Mathematics Std 6. Understands and applies basic and advanced concepts of statistics and data analysis  
. Understands and applies basic and advanced properties of functions and algebra

AM.4.9.Charts and Graphs

### APP MATH - LEVEL 5

Skill Title.Skill Level.Lesson.Topic:

Mathematics Std 1. Uses a variety of strategies in the problem-solving process

AM.5.1.Review of Prerequisite Skills

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 3. Uses basic and advanced procedures while performing the processes of computation  
nds and applies basic and advanced properties of the concepts of measurement

AM.5.2.Unit Measurements

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 3. Uses basic and advanced procedures while performing the processes of computation  
nds and applies basic and advanced properties of the concepts of measurement

AM.5.3.Perimeter and Area

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 3. Uses basic and advanced procedures while performing the processes of computation  
nds and applies basic and advanced properties of the concepts of measurement

AM.5.4.Circumference and Area of Circles

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.5.5.Solving Percent Problems

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
s Std 2. Understands and applies basic and advanced properties of the concepts of numbers  
basic and advanced procedures while performing the processes of computation

AM.5.6.Solving Problems with Rates and Proportions

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## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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**MATH STD 1. Uses a variety of strategies in the problem-solving process**  
**2. Understands and applies basic and advanced properties of the concepts of number and advanced procedures while performing the processes of computation**  
**3. Applies basic and advanced properties of the concepts of measurement**

AM.5.7.Application of Word Problems

### APP MATH - LEVEL 6

**Skill Title.Skill Level.Lesson.Topic:**

**Mathematics Std 1. Uses a variety of strategies in the problem-solving process**  
**Std 2. Understands and applies basic and advanced properties of the concepts of number and advanced procedures while performing the processes of computation**  
**3. Applies basic and advanced properties of the concepts of measurement**

AM.6.1.Review of Prerequisite Skills

**Mathematics Std 1. Uses a variety of strategies in the problem-solving process**  
**Std 2. Understands and applies basic and advanced properties of the concepts of numbers and advanced procedures while performing the processes of computation**

AM.6.2.Review of Fractions

**Mathematics Std 2. Understands and applies basic and advanced properties of the concepts of numbers**  
**3. Uses basic and advanced procedures while performing the processes of computation**

AM.6.3.Introduction to Negative Numbers

**Mathematics Std 1. Uses a variety of strategies in the problem-solving process**  
**Std 2. Understands and applies basic and advanced properties of the concepts of numbers and advanced procedures while performing the processes of computation**

AM.6.4.Multiplying and Dividing with Negative Numbers

**Mathematics Std 1. Uses a variety of strategies in the problem-solving process**  
**Std 2. Understands and applies basic and advanced properties of the concepts of numbers and advanced procedures while performing the processes of computation**

AM.6.5.Review of Percent Problems

**Mathematics Std 1. Uses a variety of strategies in the problem-solving process**  
**Std 2. Understands and applies basic and advanced properties of the concepts of numbers and advanced procedures while performing the processes of computation**

AM.6.6.Solving Multiple Rate Problems

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Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
Std 2. Understands and applies basic and advanced properties of the concepts of number  
and advanced procedures while performing the processes of computation  
basic and advanced properties of the concepts of measurement

AM.6.7.Review of Perimeter and Area

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
Std 2. Understands and applies basic and advanced properties of the concepts of number  
and advanced procedures while performing the processes of computation  
basic and advanced properties of the concepts of measurement

AM.6.8.Introduction to Volume

Mathematics Std 1. Uses a variety of strategies in the problem-solving process  
Std 2. Understands and applies basic and advanced properties of the concepts of number  
and advanced procedures while performing the processes of computation  
basic and advanced properties of the concepts of measurement  
advanced properties of the concepts of geometry

AM.6.9.Applications of Multi-step Word Problems

### APP MATH - LEVEL 7

**Skill Title.Skill Level.Lesson.Topic:**

Mathematics Std.1. Uses a variety of strategies in the problem-solving process  
Std.2. Understands and applies basic and advanced properties of the concepts of number  
and advanced procedures while performing the processes of computation  
basic and advanced properties of the concepts of measurement  
advanced properties of the concepts of geometry

AM.7.1.Review of Prerequisite Skills

Mathematics Std.1. Uses a variety of strategies in the problem-solving process  
Std.3. Uses basic and advanced procedures while performing the processes of computation

AM.7.2.Solving Problems Involving Percent of Change

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**Mathematics Std.3. Uses basic and advanced procedures while performing the processes of computation**  
**1.4. Understands and applies basic and advanced properties of the concepts of measurement**

AM.7.3.Proportions

**Mathematics Std.3. Uses basic and advanced procedures while performing the processes of computation**  
**1.4. Understands and applies basic and advanced properties of the concepts of measurement**  
**and applies basic and advanced properties of the concepts of geometry**

AM.7.4.Perimeter, Area, and Volume

**Mathematics Std.1. Uses a variety of strategies in the problem-solving process**  
**Std.3. Uses basic and advanced procedures while performing the processes of computation**  
**ds and applies basic and advanced concepts of statistics and data analysis**

AM.7.5.Solving Multi-step Problems

**Mathematics Std.1. Uses a variety of strategies in the problem-solving process**  
**cs Std.6. Understands and applies basic and advanced concepts of statistics and data analysis**

AM.7.6.Using Graphs and Charts to Solve Problems

**Mathematics Std.1. Uses a variety of strategies in the problem-solving process**  
**. Uses basic and advanced procedures while performing the processes of computation**  
**d applies basic and advanced properties of the concepts of measurement**  
**nd advanced properties of the concepts of geometry**  
**pts of statistics and data analysis**

AM.7.7.Multi-step/Decision Problems

**Mathematics Std+A86.1. Uses a variety of strategies in the problem-solving process**

AM.7.8.Finding Mistakes

## APPLIED TECHNOLOGY

### APP TECH - LEVEL 1

**Science Std. 8. Understands the structure and properties of matter**  
**9. Understands the sources and properties of energy**  
**s forces and motion**

**Skill Title.Skill Level.Lesson.Topic:**

AT.1.1.Applied Technology: The Basics

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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Science Std. 9. Understands the sources and properties of energy

AT.1.2.Principles: Energy and Heat

Science Std. 10. Understands forces and motion

AT.1.3.Mechanics: An Overview

Science Std. 10. Understands forces and motion

AT.1.4.Mechanics: The Inclined Plane

Science Std. 10. Understands forces and motion

AT.1.5.Mechanics: The Lever

### APP TECH - LEVEL 2

**Skill Title.Skill Level.Lesson.Topic:**

Science Std. 8. Understands the structure and properties of matter  
9. Understands the sources and properties of energy  
forces and motion

AT.2.1.Applications of Level One Skills

Science Std. 9. Understands the sources and properties of energy

AT.2.2.Basics of Electricity

Science Std. 9 Understands the sources and properties of energy

AT.2.3.Direct-Current Electricity

Science Std. 9. Understands the sources and properties of energy

AT.2.4.Alternating-Current Electricity

### APP TECH - LEVEL 3

**Skill Title.Skill Level.Lesson.Topic:**

Science Std. 9. Understands the sources and properties of energy

AT.3.1.Basics of Thermodynamics

Science Std. 8. Understands the structure and properties of matter

AT.3.2.Basics of Fluid Dynamics

Science Std. 9. Understands the sources and properties of energy

AT.3.3.Basics of Electricity

Science Std. 10. Understands forces and motion

AT.3.4.Basics of Mechanics

### APP TECH - LEVEL 4

**Skill Title.Skill Level.Lesson.Topic:**

Science Std. 9. Understands the sources and properties of energy

AT.4.1.Thermodynamics

Science Std. 8. Understands the structure and properties of matter

AT.4.2.Fluid Dynamics

Science Std. 9. Understands the sources and properties of energy

AT.4.3.Electricity

Science Std. 10. Understands forces and motion

AT.4.4.Mechanics

### APP TECH - LEVEL 5

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|  |  |
|--|--|
|  | <b>Skill Title.Skill Level.Lesson.Topic:</b> |
| Science Std. 9. Understands the sources and properties of energy   | AT.5.1.Thermodynamics                        |
| Science Std. 8. Understands the structure and properties of matter   | AT.5.2.Fluid Dynamics                        |
| Science Std. 9. Understands the sources and properties of energy   | AT.5.3.Electricity                           |
| Science Std. 10. Understands forces and motion   | AT.5.4.Mechanics                             |
|  | <b>APP TECH - LEVEL 6</b>                    |
|  | <b>Skill Title.Skill Level.Lesson.Topic:</b> |
| Science Std. 9. Understands the sources and properties of energy   | AT.6.1.Thermodynamics                        |
| Science Std. 8. Understands the structure and properties of matter   | AT.6.2.Fluid Dynamics                        |
| Science Std. 9. Understands the sources and properties of energy   | AT.6.3.Electricity                           |
| Science Std. 10. Understands forces and motion   | AT.6.4.Mechanics                             |
| Science Std. 8. Understands the structure and properties of matter<br>9. Understands the sources and properties of energy<br>10. Understands forces and motion | AT.6.5.Posttest                              |

## LOCATING INFORMATION

|   |  |
|---|--|
|   | <b>LOC INFO - LEVEL 1</b>                    |
|   | <b>Skill Title.Skill Level.Lesson.Topic:</b> |
| Life Skills - Life Work STD 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:<br>Identifies major sections in schematic diagrams<br>Identifies reading skills and strategies to understand and interpret a variety of<br>Identifies a variety of informational texts (e.g., written | LI.1.1.Graphics in the Workplace             |

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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**Language Arts - Writing STD 4. Gathers and uses information for research purposes:**  
 mark 5. Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and  
 umes to find information for research topics  
**D 7. Uses reading skills and strategies to understand and interpret a variety of**  
 rganization in informational texts (e.g., chronological, logical,  
 t; proposition and support  
**concepts of statistics and data analysis:**  
 s can be organized and displayed in simple graphs

LI.1.2.Organizing Basic Information

**Language Arts - Reading STD 5. Uses the general skills and strategies of the reading process:**  
 hmark 7. Uses word reference materials (e.g., glossary, dictionary, thesaurus) to determine the meaning,  
 on, and derivations of unknown words  
**7. Uses reading skills and strategies to understand and interpret a variety of**  
 eatures and elements to support inferences and generalizations about information (e.g.,  
 pository structure, format, use of language, arguments used)

LI.1.3.Increasing Workplace Vocabulary Axes

**Language Arts STD 4. Gathers and uses information for research purposes:**  
 ark 6. Uses multiple representations of information (e.g., maps, charts, photos, diagrams, tables) to find  
 research topics  
**and applies basic and advanced concepts of statistics and data analysis:**  
 cts or events can be organized and displayed in simple

LI.1.4.Using Headings of Graphics

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Writing STD 4. Gathers and uses information for research purposes:

ev II Benchmark 5. Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and letters on volumes to find information for research topics

### D 1. Uses a variety of strategies in the problem-solving process:

8. Understands the role of written symbols in representing mathematical ideas and the use of precise notation with the special symbols of mathematics

### and applies basic and advanced concepts of statistics and data analysis:

same set of data can be represented using a variety of tables, graphs, and presentation often convey different messages (e.g., variation in scale can alter a visual message)

LI.1.5.Recognizing Key Words and Symbols

## LOC INFO - LEVEL 2

### Skill Title.Skill Level.Lesson.Topic:

### Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:

Understands that observations about objects or events can be organized and displayed in simple

LI.2.1.Learning to Use a Key

### Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:

Organizes and displays data in simple bar graphs, pie charts, and line graphs

and interprets simple bar graphs, pie charts, and line graphs

LI.2.2.Understanding Vertical and Horizontal

### Life Skills -A179Life Work - STD 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:

v IV Benchmark 4. Uses the linear path of a flowchart to provide visual and textual directions to a procedure  
hmark 5. Interprets symbols in a flowchart to indicate flow of direction, test points, components, and  
decision points

LI.2.3.Following a Simple Flowchart

### Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:

Organizes and displays data in simple bar graphs, pie charts, and line graphs

and interprets simple bar graphs, pie charts, and line graphs

LI.2.4.Recognizing Standard Formats of Data

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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### Language Arts - Writing STD 4. Gathers and uses information for research purposes:

ev IV Benchmark 7. Uses strategies to gather and record information for research topics (e.g., uses notes, maps, charts, aphs, tables, and other graphic organizers; paraphrases and summarizes information; gathers direct quotes; provides arrative descriptions

### ding STD 7. Uses reading skills and strategies to understand and interpret a variety of

Uses reading skills and strategies to understand a variety of informational texts (e.g., textbooks; ters; diaries; directions; procedures; magazines; essays; primary source historical documents; eriodicals; bus routes; catalogs; technical directions; consumer, workplace, and public

LI.2.5.Using Standard Directions and Map Scales

### Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis. Lev

Benchmark 1 . Understands that data represent specific pieces of information about real-world objects or activities

nds that spreading data out on a number line helps to see what the extremes are, where the

ne gaps are

a should include where the middle is and how much spread there

s, and line graphs

LI.2.6.Comparing Size and Area

## LOC INFO - LEVEL 3

### Skill Title.Skill Level.Lesson.Topic:

Language Arts - Writing STD 4: Gathers and uses information for research purposes II Benchmark 6. Uses ultiple representations of information (e.g., maps, charts, photos, diagrams, tables) to find information for research opics

### - Standard 2: Uses various information sources, including those of a technical nature, to

and detects inconsistencies in a data matrix

i organizational charts

or research purposes

LI.3.1.Developing an Appreciation of Graphics

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### Language Arts - Writing STD 4: Gathers and uses information for research purposes

ark 6. Uses multiple representations of information (e.g., maps, charts, photos, diagrams, tables) to find research topics

**applies basic and advanced concepts of statistics and data analysis**

s about objects or events can be organized and displayed in simple

and that collecting, organizing, and displaying

LI.3.2.What Are Graphics and What Can They Do?

### Language Arts - Reading STD 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

ext organizers (e.g., headings, topic and summary sentences, graphic features, typeface,

he main ideas and to locate information in a text

**ous information sources, including those of a technical nature, to**

ts

LI.3.3.Basic Strategies for Reading Graphics

### Life Skills - Life Work STD 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:

major sections in schematic diagrams

near path of a flowchart to provide visual and textual directions to a procedure

**7. Uses reading skills and strategies to understand and interpret a variety of**

c and summary sentences, graphic features, typeface,

ation in a text

LI.3.4.Identifying Basic Formats and Reading Graphics

### Life Skills: Life Work - Standard 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:

es the linear path of a flowchart to provide visual and textual directions to a procedure

actor specification information from various sources (e.g., two-column chart, intersection hart)

**information for research purposes:**

ation for research topics (e.g., uses notes, maps, charts,

marizes information; gathers direct quotes; provides narrative descriptions

LI.3.5.Extracting Data and Explaining the Significance

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## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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**Life Skills: Life Work - Standard 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:**

Follows the linear path of a flowchart to provide visual and textual directions to a procedure

**uses information for research purposes:**

Locates information for research topics (e.g., uses notes, maps, charts,

and summarizes information; gathers direct quotes; provides

LI.3.6.Inserting One or Two Bits of Information into a Document

### LOC INFO - LEVEL 4

**Skill Title.Skill Level.Lesson.Topic:**

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:** Level 4

benchmark 1. Understands that observations about objects or events can be organized and displayed in simple graphs

Understands that data come in many different forms and that collecting, organizing, and displaying

ways

**information sources, including those of a technical nature, to**

LI.4.1.Developing an Appreciation of Graphics

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:** Level 4

benchmark 1. Understands that observations about objects or events can be organized and displayed in simple graphs

Understands that data come in many different forms and that collecting, organizing, and displaying

ways

**information sources, including those of a technical nature, to**

LI.4.2.What are Graphics and What Can They Do?

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:** Level 4

benchmark 1. Understands that observations about objects or events can be organized and displayed in simple graphs

Understands that data come in many different forms and that collecting, organizing, and displaying

ways

**information sources, including those of a technical nature, to**

LI.4.3.Identifying Basic Formats of Graphics and Their Purpose

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## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

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**Life Skills: Life Work - Standard 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:**

es the linear path of a flowchart to provide visual and textual directions to a procedure  
actor specification information from various sources (e.g., two-column chart, intersection  
hart)

**Information for research purposes:**

ation for research topics (e.g., uses notes, maps, charts,  
nmarizes information; gathers direct quotes; provides narrative descriptions

LI.4.4.Extracting Data and Explaining the  
Significance

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis: Lev**

Benchmark 4. Organizes and displays data in simple bar graphs, pie charts, and line graphs

hmark 5. Reads and interprets simple bar graphs, pie charts, and line graphs

**ting STD 4. Gathers and uses information for research purposes:**

es to gather and record information for research topics (e.g., uses notes, maps, charts,  
ganizers; paraphrases and summarizes information; gathers direct quotes; provides

LI.4.5.Summarizing Trends and Comparing Main  
Points

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis: Lev**

Benchmark 5. Reads and interprets simple bar graphs, pie charts, and line graphs

**Life Work - Standard 2. Uses various information sources, including those of a technical nature, to**

**cific tasks:**

cification information from various sources (e.g., two-column chart, intersection of

LI.4.6.Drawing Conclusions from Two Similar  
Graphics

**LOC INFO - LEVEL 5**

**Skill Title.Skill Level.Lesson.Topic:**

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Mathematics - STD 1. Uses a variety of strategies in the problem-solving process :

mark 5. Represents problem situations in and translates among oral, written, concrete, pictorial, and

### s and applies basic and advanced concepts of statistics and data analysis: Lev

data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter), and

can be represented using a variety of tables, graphs, and

vey different messages (e.g., variation in scale can alter a visual message)

LI.5.1.Understanding Specific Relationships Shown  
by Graphics

### Mathematics - STD 6 Understands and applies basic and advanced concepts of statistics and data analysis: Lev

Benchmark 6. Understands that data come in many different forms and that collecting, organizing, and displaying data  
n be done in many ways

### g STD 4. Gathers and uses information for research purposes:

multiple representations of information (e.g., maps, charts, photos, diagrams, tables) to find  
cs

LI.5.2.Distinguishing Representational Versus  
Nonrepresentational Graphics

### Mathematics - STD 7. Understands and applies basic and advanced concepts of probability:

enchmark 4. Understands that the measure of certainty in a given situation depends on a number of factors (e.g.,  
f data collected, what is known about the situation, how current data are)

Understands the concept of discrete probability distribution

LI.5.3.Recognizing Discrete Data Versus  
Continuous Data

### Life Skills - Life Work STD 2. Uses various information sources, including those of a technical nature, to omplish specific tasks:

erprets information from and detects inconsistencies in a data matrix

lows basic linear paths in organizational charts

### nd applies basic and advanced concepts of statistics and data analysis: Lev

t method of representing and describing a set of data (e.g., scatter plot, line

LI.5 4.Sorting through Extraneous Information

### Life Skills - Life Work STD 2. Uses various information sources, including those of a technical nature, to omplish specific tasks:

lows basic linear paths in organizational charts

### nd applies basic and advanced concepts of statistics and data analysis: Lev

t method of representing and describing a set of data (e.g., scatter plot, line

ie difference between a "true" correlation and a

LI.5.5.Recognizing, Analyzing, and Synthesizing  
Essential Data

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## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

**Life Skills - Life Work STD 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks:**

Follows basic linear paths in organizational charts

**and applies basic and advanced concepts of statistics and data analysis:** Level

method of representing and describing a set of data (e.g., scatter plot, line

the difference between a "true" correlation and a

LI 5.6.Relating Multiple Graphics

**Mathematics - STD 6 Understands and applies basic and advanced concepts of statistics and data analysis:** Level

Benchmark 4. Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter), and graphs (e.g., bar, circle, line)

Understands the concept of correlation (e.g., the difference between a "true" correlation and a when two variables are correlated)

**and applies basic and advanced concepts of probability:**

dependent and dependent events and how they are related to

LI.5.7.Recognizing and Applying Conditional Statements

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:** Level

Benchmark 4. Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter), and graphs (e.g., bar, circle, line)

effects and uses the best method of representing and describing a set of data (e.g., scatter plot, line

**and applies basic and advanced concepts of probability:**

variation (e.g., the difference between a "true" correlation and a stated)

LI.5.8.Recognizing and Applying Value Judgments

## LOC INFO - LEVEL 6

**Skill Title.Skill Level.Lesson.Topic:**

**Mathematics - STD 6. Understands and applies basic and advanced concepts of statistics and data analysis:** Level

Benchmark 4. Reads and interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter), and graphs (e.g., bar, circle, line)

LI.6.2.Drawing Conclusions from Confusing Graphics

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## WIN Courseware

**Mathematics - STD 6.Understands and applies basic and advanced concepts of statistics and data analysis:** interprets data in charts, tables, plots (e.g., stem-and-leaf, box-and-whiskers, scatter),

for a variety of purposes (e.g., formulating hypotheses, making

ribing a set of data (e.g., scatter plot, line graph, two-way table)

LI.6.3.Relating Data from Multiple Graphics

**Mathematics - STD 6.Understands and applies basic and advanced concepts of statistics and data analysis** Lev Benchmark 5. Uses data and statistical measures for a variety of purposes (e.g., formulating hypotheses, making edictions, testing conjectures) lects and uses the best method of representing and describing a set of data (e.g., scatter plot, line

LI.6.4.Assimilating Data, Comparing Information, and Making Decisions

**Mathematics - STD 6.Understands and applies basic and advanced concepts of statistics and data analysis** Lev Benchmark 5. Uses data and statistical measures for a variety of purposes (e.g., formulating hypotheses, making edictions, testing conjectures) lects and uses the best method of representing and describing a set of data (e.g., scatter plot, line

LI.6.5.Prioritizing Criteria for Decision Using Multiple Graphics

**Mathematics - STD 1. Uses a variety of strategies in the problem-solving process:** enchmark 5. Represents problem situations in and translates among oral, written, concrete, pictorial, and forms

es from a pattern of observations made in particular cases, makes conjectures, and for these conjectures (i.e., uses inductive reasoning)

**and applies basic and advanced concepts of statistics and data analysis:** Lev cal measures for a variety of purposes (e.g., formulating hypotheses, making

esenting and describing a set of data (e.g., scatter plot, line graph, two-way table)

LI.6.6.Recognizing Verbal and Visual Clues in Complicated Graphics

## READING FOR INFORMATION

### READ FOR INFO - LEVEL1

Skill Title.Skill.Level.Lesson.Topic:

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 1. Understands that print conveys meaning (i.e., knows that printed letters and words represent spoken words)  
Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, such as said, was, and where)

RFI.1.2.Finding the Right Word

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 6. Uses basic elements of structural analysis (e.g., syllables, basic prefixes, suffixes, root words, and words, spelling patterns, contractions) to decode unknown words

RFI.1.3.Using Word Parts

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 1. Understands that print conveys meaning (i.e., knows that printed letters and words represent spoken words)  
Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, such as said, was, and where)

### General skills and strategies of the reading process:

Uses pictures, textual clues, and text format

RFI.1.4.Putting Two Words Together

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 1. Previews text (e.g., skims material; uses pictures, textual clues, and text format)  
Benchmark 8. Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-syllable words)

RFI.1.5.Using Words with More Than One Meaning

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 4. Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story context) to aid comprehension and make predictions about content (e.g., action, events, character's behavior)  
Benchmark 1. Previews text (e.g., skims material; uses pictures, textual clues, and text format)

RFI.1.6.Finding Out What Happens Next

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 4. Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story context) to aid comprehension and make predictions about content (e.g., action, events, character's behavior)  
Benchmark 8. Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, frequency words such as said, was, and where)  
Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-syllable words)

RFI.1.7.Finding Out What's Alike and What's Different

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 4. Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story aid comprehension and make predictions about content (e.g., action, events, character's behavior)

RFI.1.8.Finding Out What It Says and What It Means

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 4. Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story aid comprehension and make predictions about content (e.g., action, events, character's behavior)

### STD 7. Uses reading skills and strategies to understand and interpret a variety of informational

mark 8. Understands structural patterns or organization in informational texts (e.g., chronological, l order; compare-and-contrast; cause-and-effect; proposition and support)

RFI.1.9.Finding out What Happened and Why

## READ FOR INFO - LEVEL 2

### Skill Title.Skill Level.Lesson.Topic:

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 5. Uses phonetic and structural analysis techniques, syntactic structure, and semantic context to unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes)

5. Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead)

RFI.2.2.Deciding Which Word Makes Sense

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 6. Uses basic elements of structural analysis (e.g., syllables, basic prefixes, suffixes, root words, ind words, spelling patterns, contractions) to decode unknown words

RFI.2.3.Using Word Parts

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 1. Previews text (e.g., skims material; uses pictures, textual clues, and text format

ark 8. Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-

RFI.2.4.Using Words with Multiple Meanings

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 4. Uses meaning clues (e.g., pictures, picture captions, title, cover, headings, story structure, story aid comprehension and make predictions about content (e.g., action, events, character's behavior)

rk 1. Previews text (e.g., skims material; uses pictures, textual clues, and text format)

RFI.2.5.Using Time-Order Words

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

**Language Arts - STD 7. Uses reading skills and strategies to understand and interpret a variety of informational texts:** Lev II Benchmark 8. Understands structural patterns or organization in informational texts (e.g., chronological, logical, or sequential order; compare-and-contrast; cause-and-effect; proposition and support)

RFI.2.6.Comparing and Contrasting

**Language Arts - STD 7. Uses reading skills and strategies to understand and interpret a variety of informational texts:** Lev II Benchmark 8. Understands structural patterns or organization in informational texts (e.g., chronological, logical, or sequential order; compare-and-contrast; cause-and-effect; proposition and support)

RFI.2.7.Drawing Conclusions

**Language Arts - STD 7. Uses reading skills and strategies to understand and interpret a variety of informational texts:** Lev II Benchmark 8. Understands structural patterns or organization in informational texts (e.g., chronological, logical, or sequential order; compare-and-contrast; cause-and-effect; proposition and support)

RFI.2.8.Identifying Cause and Effect

## READ FOR INFO - LEVEL 3

### Skill Title.Skill Level.Lesson.Topic:

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
Benchmark 1. Establishes and adjusts purposes for reading (e.g., to understand, interpret, enjoy, solve problems, comes, answer a specific question, form an opinion, skim for facts; to discover models for own writing)  
**Uses reading skills and strategies to understand and interpret a variety of informational texts:**  
Understands the main idea and supporting details of simple expository information

RFI.3.1.Introduction and Informal Assessment

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
Benchmark 1. Previews text (e.g., skims material; uses pictures, textual clues, and text format)  
Benchmark 2. Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific intent)  
**STD 7. Uses reading skills and strategies to understand and interpret a variety of informational texts:**  
Understands the main idea and supporting details of simple expository information  
Understands the main idea and significant supporting details

RFI.3.2.Identifying Main Ideas and Simple Details

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
 Benchmark 3. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures  
**STD 7. Uses reading skills and strategies to understand and interpret a variety of**  
 Supporting details of simple expository information  
 in texts (e.g., includes the main idea and significant

RFI.3.3 Identifying Main Ideas and Simple Details

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
 Benchmark 3. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures  
**Uses reading skills and strategies to understand and interpret a variety of informational**  
 understands the main idea and supporting details of simple expository information  
 information in texts (e.g., includes the main idea and significant

RFI.3.4. Identifying Main Ideas and Simple Details

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
 Benchmark 6. Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead)

RFI.3.5. Determining Word Meaning through Context

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process::**  
 Benchmark 6. Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead)

RFI.3.6. Determining the Meaning of Words

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
 Benchmark 6. Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead)

RFI.3.7. Determining the Meaning of Words

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**  
 Benchmark 4. Uses specific strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults source, represents abstract information as mental pictures, draws upon background knowledge, asks for help)

RFI.3.8. Understanding Sequence of Events

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:

reading skills and strategies to understand a variety of informational texts (e.g., textbooks, s, diaries, directions, procedures, magazines  
ral patterns or organization in informational texts (e.g., chronological, logical, cause-and-effect; proposition and support)

RFI.3.9.Understanding Instructions

### READ FOR INFO - LEVEL 4

#### Skill Title.Skill Level.Lesson.Topic:

### Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:

narizes and paraphrases information in texts (e.g., includes the main idea and significant  
ng selection)

RFI.4.1.Introduction and Informal Assessment

### Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:

narizes and paraphrases information in texts (e.g., includes the main idea and significant  
ing selection)  
es information in texts (e.g., arranges information in chronological,  
ritical details, and underlying meaning; uses own words or quoted

RFI.4.2.Identifying Important Details

### Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:

narizes and paraphrases information in texts (e.g., includes the main idea and significant  
ing selection)  
es information in texts (e.g., arranges information in chronological,  
ritical details, and underlying meaning; uses own words or quoted

RFI.4.3.Identifying Important Details

### Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:

s reading skills and strategies to understand a variety of informational texts (e.g., textbooks,  
s, diaries, directions, procedures, magazines, essays, primary source historical documents,  
odicals, catalogs, job-related materials, schedules, speeches, memoranda, public documents,

RFI.4.4.Applying Instructions

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

**Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

reading skills and strategies to understand a variety of informational texts (e.g., textbooks; maps; diaries; directions; procedures; magazines; essays; primary source historical documents; timetables; bus routes; catalogs; technical directions; consumer, workplace, and public

RFI.4.5.Applying Instructions

**Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

understands structural patterns or organization in informational texts (e.g., chronological, logical, cause-and-effect; cause-and-effect; proposition and support)

RFI.4.6.Recognizing Cause and Effect Relationships

**Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

understands structural patterns or organization in informational texts (e.g., chronological, logical, cause-and-effect; cause-and-effect; proposition and support)

RFI.4.7.Recognizing Cause and Effect Relationships

**Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

understands structural patterns or organization in informational texts (e.g., chronological, logical, cause-and-effect; cause-and-effect; proposition and support)

RFI.4.8.Recognizing Cause and Effect Relationships

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**

benchmark 6. Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead)

RFI.4.9 Using Context Clues to Determine Meaning

## READ FOR INFO - LEVEL 5

**Skill Title.Skill Level.Lesson.Topic:**

**Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:**

benchmark 6. Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead) reference materials (e.g., glossary, dictionary, thesaurus) to determine the meaning, of unknown words

RFI.5.1.Introduction and Informal Assessment

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:

narizes and paraphrases information in texts (e.g., includes the main idea and significant  
ing selection)

### eral skills and strategies of the reading process:

ocabulary (e.g., synonyms, antonyms, homophones, multi-

RFI.5.2.Understanding Paraphrased Definitions

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 8. Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-  
words) Lev III Benchmark 3. Uses a variety of strategies to extend reading vocabulary (e.g., uses analogies,  
miles, metaphors to infer the meaning of literal and figurative phrases; uses definition, restatement, example,  
on and contrast to verify word meanings; identifies shades of meaning; knows denotative and connotative  
; knows vocabulary related to different content areas and current events; uses rhyming dictionaries, classification  
ymological dictionaries

RFI.5.3.Using Jargon or Technical Terms  
Appropriately

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 8. Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-  
words) Lev III Benchmark 3. Uses a variety of strategies to extend reading vocabulary (e.g., uses  
dioms, similes, metaphors to infer the meaning of literal and figurative phrases; uses definition, restatement,  
omparison and contrast to verify word meanings; identifies shades of meaning; knows denotative and  
; meanings; knows vocabulary related to different content areas and current events; uses rhyming dictionaries,  
on books, etymological dictionaries

RFI.5.4.Understanding Acronyms

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 8. Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-  
words)

RFI.5.5.Defining Words with Multiple Meanings

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark4. Uses new information to adjust and extend personal knowledge base

### e Work - STD 2 Uses various information sources, including those of a technical nature, to

### e tasks:

f a flowchart to provide visual and textual directions to a procedure  
f flowchart to indicate flow of direction, test points, components, and

RFI.5.6.Applying Information to Situations Not  
Described

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 4. Uses new information to adjust and extend personal knowledge base

### Work - STD 2 Uses various information sources, including those of a technical nature, to complete tasks:

of a flowchart to provide visual and textual directions to a procedure  
a flowchart to indicate flow of direction, test points, components, and

RFI.5.7 Applying Information to Situations Not Described

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted preserves author's perspective and voice  
rmation to adjust and extend personal knowledge base  
s used to convey viewpoint (e.g., word choice, language structure, context)

RFI.5.8.Applying Complicated Instructions

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted preserves author's perspective and voice  
rmation to adjust and extend personal knowledge base  
s used to convey viewpoint (e.g., word choice, language structure, context)

RFI.5.9.Applying Complicated Instructions

## READ FOR INFO - LEVEL 6

### Skill Title.Skill Level.Lesson.Topic:

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted preserves author's perspective and voice  
rmation to adjust and extend personal knowledge base  
s used to convey viewpoint (e.g., word choice, language structure, context)

RFI.6.1.Introduction and Informal Assessment

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 2. Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific point

derstands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-

Lev

phrases information in texts (e.g., arranges information in chronological, logical,

critical details, and underlying meaning; uses own words or quoted materials;

Lev III Benchmark 5.

(e.g., word choice, language structure, context)

RFI.6.2.Review of Level 5 Skills

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

mark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical,

tial order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials;

author's perspective and voice

c strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults

information as mental pictures, draws upon background knowledge, asks for help)

gurative, idiomatic, and technical meanings of terms

RFI.6.3.Identifying Implied Details

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

mark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical,

tial order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials;

author's perspective and voice

c strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults

information as mental pictures, draws upon background knowledge, asks for help)

gurative, idiomatic, and technical meanings of terms

RFI.6.4.Identifying Implied Details

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

nchmark 1. Uses context to understand figurative, idiomatic, and technical meanings of terms

RFI.6.5.Understanding Jargon or Technical Terms

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

Benchmark 2. Extends general and specialized reading vocabulary (e.g., interprets the meaning of codes,

ls, abbreviations, and acronyms; uses Latin, Greek, Anglo-Saxon roots and affixes to infer meaning; understands

-area terminology; understands word relationships, such as analogies or synonyms and antonyms; uses cognates;

ands allusions to mythology and other literature; understands connotative and denotative meanings

RFI.6.6.Determining the Less Common Meaning of Words

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 4. Uses specific strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults source, represents abstract information as mental pictures, draws upon background knowledge, asks for help) and general and specialized reading vocabulary (e.g., interprets the meaning of codes, and acronyms; uses Latin, Greek, Anglo-Saxon roots and affixes to infer meaning; understands word relationships, such as analogies or synonyms and antonyms; uses cognates; mythology and other literature; understands connotative and denotative meanings

RFI.6.7.Applying Complicated Information to New Situations

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

enchmark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, initial order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted text to express author's perspective and voice

RFI.6.8.Determining the General Principles in Reading Materials

### Life Skills - Thinking and Reasoning - STD 2 Understands and applies basic principles of logic and reasoning:

IV Benchmark Understands that logic may be of limited help in finding solutions to problems if the general rules which conclusions are based do not always hold true; most often, we have to deal with probabilities rather than certainties

### STD 7. Uses reading skills and strategies to understand and interpret a variety of

ferences based on explicit and implicit information in texts

RFI.6.9.Understanding the Reasoning Behind a Policy, Procedure, or Communication

## READ FOR INFO - LEVEL 7

### Skill Title.Skill Level.Lesson.Topic:

### Language Arts - Reading - STD 5 Uses the general skills and strategies of the reading process:

enchmark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, or sequential order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted text to preserve author's perspective and voice) and general and specialized reading vocabulary (e.g., interprets the meaning of codes, and acronyms; uses Latin, Greek, Anglo-Saxon roots and affixes to infer meaning; understands word relationships, such as analogies or synonyms and antonyms)

RFI.7.1.Introduction and Informal Assessment

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

mark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical, or alphabetical order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials; identifies author's perspective and voice)  
 c strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults reference materials, asks for help)  
 nformation as mental pictures, draws upon background knowledge, asks for help)  
 urative, idiomatic, and technical meanings of terms

RFI.7.2.Review of Level 6 Skills

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

mark 3. Summarizes and paraphrases information in texts (e.g., arranges information in chronological, logical, or alphabetical order; conveys main ideas, critical details, and underlying meaning; uses own words or quoted materials; identifies author's perspective and voice)  
 c strategies to clear up confusing parts of a text (e.g., pauses, rereads the text, consults reference materials, asks for help)  
 nformation as mental pictures, draws upon background knowledge, asks for help)  
 gurative, idiomatic, and technical meanings of terms

RFI.7.3.Determining the Meaning of Jargon or Technical Terms

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

nchmark 3. Uses a variety of strategies to extend reading vocabulary (e.g., uses analogies, idioms, similes, metaphors, and context clues to infer the meaning of literal and figurative phrases; uses definition, restatement, example, comparison and contrast to verify word meanings; identifies shades of meaning; knows denotative and connotative meanings; knows how to use reference materials related to different content areas and current events; uses rhyming dictionaries, classification books, and general dictionaries)  
 ontext to understand figurative, idiomatic, and technical meanings of terms

RFI.7.4.Determining the Meaning of Jargon or Technical Terms

### Language Arts - Reading - STD 5. Uses the general skills and strategies of the reading process:

nchmark 3. Uses a variety of strategies to extend reading vocabulary (e.g., uses analogies, idioms, similes, metaphors, and context clues to infer the meaning of literal and figurative phrases; uses definition, restatement, example, comparison and contrast to verify word meanings; identifies shades of meaning; knows denotative and connotative meanings; knows how to use reference materials related to different content areas and current events; uses rhyming dictionaries, classification books, and general dictionaries)  
 ontext to understand figurative, idiomatic, and technical meanings of terms

RFI.7.5.Determining the Meaning of Jargon or Technical Terms

### Language Arts - Reading STD 7. Uses reading skills and strategies to understand and interpret a variety of informational texts:

sions and makes inferences based on explicit and implicit information in texts  
 and elements to support inferences and generalizations about information (e.g., structure, format, use of language, arguments used)

RFI.7.6.Drawing Inferences

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**Language Arts - Reading STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

sions and makes inferences based on explicit and implicit information in texts and elements to support inferences and generalizations about information (e.g., ry structure, format, use of language, arguments used)

RFI.7.7.Drawing Inferences

**Language Arts - Reading STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

sions and makes inferences based on explicit and implicit information in texts and elements to support inferences and generalizations about information (e.g., ry structure, format, use of language, arguments used)

RFI.7.8.Drawing Inferences

**Language Arts - Reading STD 7. Uses reading skills and strategies to understand and interpret a variety of formational texts:**

sions and makes inferences based on explicit and implicit information in texts and elements to support inferences and generalizations about information (e.g., ry structure, format, use of language, arguments used)

RFI.7.9.Drawing Inferences

## WRITING

### WRIT. - LEVEL 1

**Skill Title.Skill Level.Lesson.Topic:**

**Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:**

chmark 1. Uses descriptive words to convey basic ideas  
; the stylistic and rhetorical aspects of writing:  
ictures in writing (e.g., expands basic sentence patterns)

W.1.1.Basic Sentence Structure and Parts of  
peech

**Language Arts - Reading STD 5. Uses the general skills and strategies of the reading process:**

chmark 2. Understands how print is organized and read (e.g., identifies front and back covers, title page, d illustrator; follows words from left-to-right and from top-to-bottom; knows the significance of spaces between ows the difference between letters, words, and sentences; understands the use of capitalization and punctuation as daries)

W.1.2.Rules for Capitalization

**STD 3. Uses grammatical and mechanical conventions in written compositions: Lev I**

ions of capitalization in written compositions (e.g., first and last names, first word of a

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## WIN Courseware

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 1. Uses descriptive words to convey basic ideas  
Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a  
Addresses (e.g., includes the date, address, greeting, body, and closing; addresses

W.1.3.Work-Related Vocabulary

### Language Arts - Reading STD 5. Uses the general skills and strategies of the reading process:

Benchmark 8. Understands level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-  
words)

W.1.4.Synonyms, Antonyms, and Homonyms

### Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions:

Benchmark 12. Uses conventions of punctuation in written compositions (e.g., uses periods after imperative  
sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and after greetings  
uses in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and  
direct quotations; uses a colon between hour and minutes)

W.1.5.Abbreviations and Acronyms

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges  
sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details;  
removes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)

W.1.6.Clarity and Conciseness of Sentences

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges  
sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details;  
removes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)

W.1.7.Combining Sentences

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges  
sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details;  
removes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)  
Writes personal letters (e.g., includes the date, address, greeting, body, and closing; addresses  
structure

W.1.8.Work-Related Documents

## WRIT. - LEVEL 2

Skill Title.Skill Level.Lesson.Topic:

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to audience, word choice, sentence variation; uses paragraphs to develop separate ideas; makes multiple drafts)

W.2.1.Audience and Purpose

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 13. Writes business letters and letters of request and response (e.g., uses business letter format; states purpose of the letter; relates opinions, problems, requests, or compliments; uses precise vocabulary)

W.2.2.Business Letters and Memos

### Language Arts - Writing STD 2. Uses the stylistic and rhetorical aspects of writing:

Benchmark 3. Uses a variety of sentence structures in writing (e.g., expands basic sentence patterns)

### Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions

Benchmark 2. Uses complete sentences in written compositions

W.2.3.Complete Sentences

### Language Arts - Writing STD 2. Uses the stylistic and rhetorical aspects of writing:

Benchmark 3. Uses a variety of sentence structures in writing (e.g., expands basic sentence patterns)

Benchmark 3. Uses a variety of sentence structures to expand and embed ideas (e.g., complex sentences; parallel structures; as similar grammatical forms or juxtaposed items)

### STD 3. Uses grammatical and mechanical conventions in written compositions: Lev II

Using conjunctions in written compositions (e.g., links ideas using connecting words)

W.2.4.Compound and Complex Sentences

### Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions: Lev II

Benchmark 10. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling; uses contractions, compounds, roots, affixes, prefixes, and syllable constructions to spell words)

W.2.5.Commonly Misspelled or Misused Words

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 3. Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a checklist and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available, appropriate technology to compose and publish a finished product)

### STD 3. Uses grammatical and mechanical conventions in written compositions: Lev I

Using verbs in compositions (e.g., verbs for a variety of situations, action words)

Benchmark 3. Uses a wide variety of action verbs, past and present verb tenses, simple tenses, forms of regular verbs, verbs that are

W.2.6.Basic Grammatical Errors

WRIT. - LEVEL 3

# Curriculum Alignment for GED

## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

### Skill Title.Skill Level.Lesson.Topic:

**Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions:** Lev I  
Benchmark 10. Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words)  
Lev II  
Benchmark 8. Uses coordinating conjunctions in written compositions (e.g., links ideas using connecting words)

W.3.1.Comma Splices, Run-On Sentences, and Sentence Fragments

**Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:**  
Benchmark 5. Uses strategies (e.g., adapts focus, organization, point of view; determines knowledge and interests) to write for different audiences (e.g., self, peers, teachers, adults)  
**Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions:** Lev II  
Benchmark 9. Uses pronouns in written compositions (e.g., substitutes pronouns for nouns, uses pronoun agreement)  
Benchmark 10. Uses relative, demonstrative, personal [i.e., possessive, possessive pronouns] in written compositions

W.3.2.Point of View

**Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions:** Lev I  
Benchmark 3. Uses declarative and interrogative sentences in written compositions  
Benchmark 10. Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words)  
Benchmark 2. Uses exclamatory and imperative sentences in written compositions  
Benchmark 9. Uses prepositions and coordinating conjunctions in written compositions (e.g., uses prepositional phrases, uses compound-complex sentences in written compositions)

W.3.3.Sentence Structure

**Language Arts - Listening and Speaking STD 8 Uses listening and speaking strategies for different purposes:**  
Lev II Benchmark 11. Listens for specific information in spoken texts (e.g., plot details or information about a character in a short story read aloud, information about a familiar topic from a radio broadcast)  
Lev II Benchmark 12. Understands the main ideas and supporting details in spoken texts (e.g., presentations by peers or other speakers, a current affairs report on the radio)  
Lev II Benchmark 13. Listens to and understands persuasive messages (e.g., television commercials, commands and requests, pressure from peers)  
Benchmark 14. Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of a video, of a televised interview, of radio news programs)

W.3.4.Listening to Instructions and Following Directions

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## McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)

## WIN Courseware

**Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:**  
 ategies (e.g., adapts focus, organization, point of view; determines knowledge and interests of audience) to  
 fferent audiences (e.g., self, peers, teachers, adults)  
**g STD 2. Uses the stylistic and rhetorical aspects of writing:**  
 aph form in writing (e.g., indents the first word of a paragraph, uses topic sentences,  
 of sentences about one main idea, uses an introductory and concluding paragraph, rites  
 (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and am

W.3.5.Principles of Organization

**Language Arts - Writing STD 2. Uses the stylistic and rhetorical aspects of writing:**  
 enchmark 4. Uses explicit transitional devices  
 ses a variety of transitional devices (e.g., phrases, sentences, paragraphs  
**ses grammatical and mechanical conventions in written compositions:** Lev III  
 mpositions (e.g., uses linking and auxiliary verbs, verb phrases, and correct forms  
 onjunctions in written compositions (e.g., uses prepositional

W.3.6.Transitional Words and Expressions

**Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:**  
 Benchmark 5. Uses content, style, and structure (e.g., formal or informal language, genre, organization)  
 riate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)  
 hmark 12. Writes personal letters (e.g., includes the date, address, greeting, body, and closing; addresses  
 ludes signature)  
 ss letters and letters of request and response (e.g., uses business letter format; states  
 ns, problems, requests, or compliments; uses precise vocabulary)

W.3.7.Formal vs. Informal Writing

## WRIT. - LEVEL 4

Skill Title.Skill Level.Lesson.Topic:

**Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:**  
 Benchmark 2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., elaborates on a central  
 rites with attention to audience, word choice, sentence variation; uses paragraphs to develop separate ideas;  
 es multiple drafts)  
 fting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes  
 ces structural and syntactical changes, uses an organizational scheme, uses sensory words and  
 ks and rewrites for different audiences and purposes, checks for a consistent point of view and for  
 graphs, uses direct feedback to revise compositions)

W.4.2.Audience and Purpose

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## WIN Courseware

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 5. Uses content, style, and structure (e.g., formal or informal language, genre, organization) appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)  
Benchmark 13. Writes business letters and letters of request and response (e.g., uses business letter format; states of the letter; relates opinions, problems, requests, or compliments; uses precise vocabulary)

W.4.3.Clear and Concise

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and descriptive language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for consistency between paragraphs, uses direct feedback to revise compositions)

W.4.4.Writing and Revising

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 5. Uses content, style, and structure (e.g., formal or informal language, genre, organization) appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)  
Benchmark 5. Uses strategies to address writing to different audiences (e.g., includes explanations and definitions appropriate to the audience's background, age, or knowledge of the topic, adjusts formality of style, considers interests of all readers)

W.4.5.Formal and Informal

### Language Arts - Listening and Speaking STD 8 Uses listening and speaking strategies for different purposes:

Level III Benchmark 3. Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)  
Level III Benchmark 4. Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs)  
Benchmark 3. Uses a variety of strategies to enhance listening comprehension (e.g., focuses attention on message, seeks for clarity and understanding, asks relevant questions, provides verbal and nonverbal feedback, notes change of pace or particular words that indicate a new point is about to be made; uses abbreviation system to take notes quickly; selects and organizes essential information)

W.4.6.Listening and Writing

### Language Arts - Writing STD 2. Uses the stylistic and rhetorical aspects of writing:

Benchmark 1. Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (e.g., to stimulate the imagination of the reader, to translate concepts into simpler or more easily understood language, to achieve a specific tone, to explain concepts in literature)  
Benchmark 2. Uses paragraph form in writing (e.g., arranges paragraphs into a logical progression, uses clincher sentences)  
Benchmark 3. Uses a variety of sentence structures and lengths (e.g., complex sentences; parallel or repetitive structure)  
Benchmark 4. Uses a variety of transitional devices (e.g., phrases, sentences, paragraphs)  
Benchmark 6. Organizes ideas to achieve cohesion in writing

W.4.7.Paragraph Development

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## WIN Courseware

### Language Arts - Writing STD 1. Uses the general skills and strategies of the writing process:

Benchmark 2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., highlights original voice; rethinks content, organization, and style; checks accuracy and depth of information; redrafts for clarity and needs of readers; reviews writing to ensure that content and linguistic structures are consistent with purpose)

Benchmark 3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., uses a checklist to guide proofreading; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; refines selected pieces to publish for general and specific audiences; uses available technology, such as word processing software or graphics programs, to publish written work)

Benchmark 4. Evaluates own and others' writing (e.g., accumulates a body of written work to determine strengths and weaknesses as a writer, makes suggestions to improve writing, responds productively to reviews of own work)

W.4.8.Proofreading and Peer Editing

### WRIT. - LEVEL 5

#### Skill Title.Skill Level.Lesson.Topic:

### Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions: Lev IV

Benchmark 2. Uses pronouns in written compositions (e.g., reflexive, indefinite, interrogative, compound personal)

Benchmark 3. Uses nouns in written compositions (e.g., collective nouns, compound nouns, noun clauses, noun phrases)

Benchmark 4. Uses verbs in written compositions (e.g., present perfect, past perfect, and future perfect verb forms; progressive verb forms, compound verbs)

Benchmark 5. Uses adjectives in written compositions (e.g., adjective clauses, adjective phrases; relocates adjectives following nouns they modify)

Benchmark 6. Uses adverbs in written compositions (e.g., adverb clauses, adverb phrases)

Benchmark 7. Uses conjunctions in written compositions (e.g., correlative and subordinating conjunctions, adverbials)

W.5.1.Review Basic Parts of Speech

### Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions:Lev IV

Benchmark 1. Uses complex and compound-complex sentences in written compositions

W.5.2.Compound and Complex Sentences

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**Language Arts - Writing STD 3. Uses grammatical and mechanical conventions in written compositions:** Lev IV  
enchmark 8. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled  
ords from appropriate grade-level list; uses a dictionary and other resources to spell words  
l. Uses conventions of capitalization in written compositions ( e.g., within divided quotations; for  
events, geological eras, religious terms, scientific terms)  
. Uses conventions of punctuation in written compositions (e.g., uses commas with nonrestrictive  
expressions, uses quotation marks with ending punctuation, uses colons before extended  
s for compound adjectives, uses semicolons between independent clauses, uses dashes to break

W.5.3.Punctuation and Spelling

**Language Arts - Writing STD 2. Uses the stylistic and rhetorical aspects of writing:**  
enchmark 4. Uses explicit transitional devices  
ses a variety of sentence structures and lengths (e.g., complex sentences; parallel or repetitive  
ial devices (e.g., phrases, sentences, paragraphs)

W.5.4.Transitional Words and Phrases

**Language Arts - Writing STD 2. Uses the stylistic and rhetorical aspects of writing:**  
enchmark 1. Uses precise and descriptive language that clarifies and enhances ideas and supports different  
s (e.g., to stimulate the imagination of the reader, to translate concepts into simpler or more easily understood  
achieve a specific tone, to explain concepts in literature  
l. Uses paragraph form in writing (e.g., arranges paragraphs into a logical progression, uses clincher

W.5.5.Effective Summaries



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